Unit 3: Retail Operations and Store Management

Content Area: **Business Management and Information**
Course(s):
Time Period: **Marking Period 2**
Length: **4-5**
Status: **Published**

Summary

In the increasingly competitive world of business, merchandising is an essential process to increase sales and meet business goals. Merchandising introduces students to the dynamic world of merchandising, with a focus on the essential roles and responsibilities of buyers and merchandisers across industries. Students will explore tools and strategies used to market products in both brick-and-mortar stores and online platforms. The course emphasizes collaboration with product developers and designers, encouraging creative solutions and adaptability in response to emerging trends such as pop-up shops, live streaming, and seasonal shifts. Through the strategic study of store layouts, product presentation, and merchandising frameworks, students will learn how to influence consumer behavior. They will also analyze market trends and consumer data to gain the insights needed to thrive in the evolving merchandising landscape.

This unit is part of the larger aforementioned course sequence and specifically focuses on the fundamentals of retail operations and store management as it relates to the merchandising of goods and services. By the end of this unit, students will be able to identify the principles of effective store layout and design and create appealing and effective product displays that would lead to increased sales and profit.

Students in Business Management and Information Systems classes develop skills that are intended to give them a competitive advantage in the workplace. Through the study of core business topics and current events, this curriculum encourages students to refine their speaking and listening skills, collaborate with their peers, and explore and research potential career paths.

Revision Date: August 2025

Standards

9.3.MK□MER.1 Plan, organize and lead merchandising staff to enhance selling and merchandising skills.

9.3.MK□MER.2 Plan, manage and monitor day□to□day merchandising activities.

9.3.MK□MER.3 Move, store, locate and/or transfer ownership of retail goods and services.

9.3.MK□MER.4 Access, evaluate and disseminate marketing information to facilitate merchandising decisions and activities.

9.3.MK□MER.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.

9.3.MK□MER.6 Obtain, develop, maintain and improve a product or service mix to respond to market opportunities.

9.3.MK□MER.7 Communicate information about retail products, services, images and/or ideas.

9.3.MK□MER.8 Create and manage merchandising activities that provide for client needs and wants.

9.3.MK□MGT.1 Plan, organize and lead marketing staff to achieve business goals.

9.3.MK□MGT.2 Plan, manage and monitor day□to□day marketing management operations.

9.3.MK□MGT.3 Plan, manage and organize to meet the requirements of the marketing plan.

9.3.MK□MGT.4 Access, evaluate and disseminate information to aid in making marketing management decisions.

9.3.MK□MGT.5 Determine and adjust prices to maximize return and meet customers' perceptions of value.

9.3.MK□MGT.6 Obtain, develop, maintain and improve a product or service mix in response to market opportunities.

9.3.MK□MGT.7 Communicate information about products, services, images and/or ideas.

RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RI.MF.9–10.6. Analyze, integrate, and evaluate multiple interpretations (ex: charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.AA.9–10.7. Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.

RI.CT.9–10.8. Analyze and reflect on (ex: practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.

W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate manner that anticipates the audience's knowledge level and concerns.

W.IW.9–10.2. Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (ex: headings), graphics (ex: figures, tables), and multimedia when useful to aid in comprehension.

B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (ex: formal and

objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.9–10.5. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

B. Collaborate with peers to set rules for discussions (ex: informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (ex: student developed rubric) and assign individual roles as needed.

C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (ex: visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.UM.9–10.5. Make strategic use of digital media (ex: textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, and tolerance.

The standards in this unit reflect a developmental progression and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions

Essential Questions:

- How do the collaborative roles of buyers and merchandisers ensure that products not only meet market demands, but are also presented in ways that optimize sales and achieve business goals?
- How does the strategic integration of the 4 P's manifest in effective store displays and product layout to create a cohesive and compelling retail experience?
- Beyond mere aesthetics, what specific principles of visual merchandising can optimize product presentation to effectively communicate value to the target market?

Enduring Understandings:

- Effective merchandising, driven by strategic retail operations and thoughtful store management, is the foundational connection between store design and customer behavior, directly influencing sales and profitability.
- The deliberate arrangement of a retail space through store layout and product displays serves as a powerful, non-verbal communication tool that guides customer journeys and subtly, but significantly shapes purchasing decisions.

Objectives

Students will know:

- The differences between common store layouts such as grid, racetrack, and free-form, and their most effective uses.
- The impact of lighting, signage, and fixtures on product visibility and customer perception.
- The strategic placement of impulse items and high-margin products within a store to increase sales.
- The role of product groupings and adjacencies in directing customer movement and encouraging complementary purchases.
- The purpose and design elements of effective window displays that attract customer attention from

outside the store.

- The key techniques of visual merchandising, including color coordination, balance, and the use of focal points.
- The common problems in product displays, such as overcrowding, poor lighting, or unclear pricing, and ways to improve them.
- The importance of inventory placement in supporting both operational efficiency and customer convenience.
- The meaning of basic sales data related to product display effectiveness, such as interpreting results from A/B testing.
- The value of flexible display strategies that accommodate seasonal changes or new product introductions.

Students will be skilled at:

- Analyzing different types of store layouts (grid, racetrack, free-form) to determine how each impacts customer flow, product visibility, and sales effectiveness.
- Creating and designing visually appealing product displays and in-store signage that align with promotional goals and attract the target market.
- Evaluating various customer service strategies to determine which methods are most effective in creating positive customer experiences and brand loyalty.
- Demonstrating basic selling techniques through role-play scenarios to effectively assist and influence customers.
- Comparing and contrasting pricing strategies (cost-plus, psychological, competitive, promotional) and analyzing how each affects customer behavior and business profitability.
- Explaining key loss prevention methods used in retail settings and how they help reduce theft and inventory shrinkage.

Learning Plan

Store Layout Sketch & Critique: Provide students with a simple, blank floor plan outline (ex: a square or rectangle representing a store space). Ask them to sketch one type of store layout (ex: grid, free-form, racetrack) and briefly label key areas like checkout, entrance, and major departments. Then, have them exchange sketches with a partner and identify one strength and one potential weakness of their partner's chosen layout type in terms of guiding customers or displaying products.

Display Do's & Don'ts: Show 2-3 pairs of images: one example of a well-executed product display and one

example of a poor or messy display (ex: from a supermarket, clothing store, electronics shop). For each pair, ask students to list 2-3 specific reasons why the "good" display is effective and why the "bad" display is ineffective.

Impulse Item Placement: Present a short scenario to students: "You own a small convenience store. Where would you place chewing gum, candy bars, and small electronics chargers to maximize impulse purchases? Why?" Students write down their suggested locations and reasoning.

Window Display Idea Sketch: Ask students to choose a type of store (ex: clothing boutique, bookstore, pet store) and sketch a simple concept for a themed window display. They should include 2-3 key elements they would use (ex: props, signage, specific products) and briefly explain the "story" or message of their display.

Display Trouble-Shooting: Show 3-4 images of "bad" or problematic product displays (ex: cluttered, unpriced, poorly lit, disorganized). For each image, students quickly identify the main problem(s) they see.

Seasonal Display Brainstorm: In small groups, assign a specific holiday or season (ex: Halloween, Summer, Back-to-School). Ask them to brainstorm 3-5 specific products they would feature and 2-3 display elements they would use to create a seasonal display.

Display Effectiveness Hypothesis: Provide a very brief scenario to students: "A store moved Product X from an end-cap display to a shelf next to similar items, and sales dropped 15%. What is your hypothesis about why this happened? What data would you want to see to confirm your theory?"

Retail Space Transformation Project: Students work individually or in small groups (2-3) to take a given hypothetical, poorly designed retail space (provide a simple floor plan and a brief description of current issues like clutter, poor flow, or low sales in a specific area). Their task is to transform it into an optimized space.

Merchandising Best Practices Handbook: Students create a concise, informative "Merchandising Best Practices Handbook" (4-6 pages, or a digital document like a mini-website or interactive PDF). This handbook should serve as a guide for new retail managers or employees on how to set up and maintain effective merchandising.

Assessment

When taking a Business Management and Information Technology course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative

assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative:

- Store Layout Sketch & Critique
- Display Do's & Don'ts
- Impulse Item Placement
- Window Display Idea Sketch
- Display Trouble-Shooting
- Seasonal Display Brainstorm
- Display Effectiveness Hypothesis

Summative:

- Floor Layouts Quiz
- Retail Space Transformation Project
- Merchandising Best Practices Handbook
- Impulse Buying Case Study

Alternative Assessment:

- Create Your Own Retail Store: The students will first choose their store type (clothing, tech, home goods, beauty). They will be required to define their target market. Then they will be required to create the following: logo, mission statement, store design, product mix, promotional campaign, and finish with an end of project presentation

Merchandising Strategy Quick Pitch: Product Re-Launch: This assignment challenges you to develop a quick merchandising strategy for re-launching an existing product to a new audience. You'll describe your chosen product and define its new target market. Then, you'll outline how the 4 P's (Product, Place, Presentation, Promotion, and Price) would be tailored for this re-launch, including a brief thought on inventory. The goal is to create a concise "pitch" explaining how your merchandising choices will influence this new audience to buy.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available In addition to the materials

below, the following link connects to district approved textbooks and resources utilized in this course.

The following are approved resources that teachers can include to further unit related objectives:

6 Different Types of Store Layouts (And How To Pick One) | Indeed.com (Indeed)

The Psychology Of Retail: How Store Layout Impacts Sales (Forbes)

The Good-Better-Best Approach to Pricing (Harvard Business review)

Impulse Buying: Why We Do It & 9 Ways to Encourage It - Shopify (Shopify)

How can you use product grouping to increase sales in visual merchandising? (LinkedIn)

20 Retail Window Display Ideas & Examples That Drive Sales (Shopify)

How can you create a seasonally relevant product display? (LinkedIn)

Seasonal Marketing: Benefits and How To Create a Campaign | Indeed.com (Indeed)

The Dos and Don'ts of Display Marketing: How to Make Ads Stand Out (LinkedIn)

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Integrated Accommodations and Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1g8M7CZ5VVwvFk2Ay9DZbjdewOYDyNOzpNeEBgSXPvr0/edit?usp=sharing

These additional strategies are helpful when learning Business Management and Information Systems content and skills:

These additional strategies are helpful when learning Social Studies content and skills:

- Bold terms in directions.
- Read texts aloud for students to assist in comprehension and analysis.
- Provide opportunities for text-to-speech for written responses.
- Use visual presentations of all materials and instructions.
- Provide step-by-step instructions for mathematical problems that require calculation.
- Model of practices to support student understanding.